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Grade K
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade K TE Lessons	From Page	To Page	Standards
Theme 1: Week 1 <i>Mary Wore Her Red Dress; Moo Moo, Brown Cow; The Alphabet Song; and From Anne to Zach</i>	19	84	<p><u>Reading Standards for Literature</u></p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>1.a. Follow words from left to right, top to bottom, and page by page.</p> <p>1.b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>1.c. Understand that words are separated by spaces in print.</p> <p>1.d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>2.a. Recognize and produce rhyming words.</p> <p>2.b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>2.c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p><u>Writing Standards</u></p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print many upper- and lowercase letters.</p> <p>2.b. Recognize and name end punctuation.</p> <p>5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>5.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>

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Theme 1: Week 2 <i>I Read Signs; Look Out Kindergarten, Here I com!; Moo Moo, Brown Cow; Jazzbo and Googy; and Mary Had a Little Lamb</i>	85	139	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.c. Blend and segment onsets and rimes of single-syllable spoken words. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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Theme 2: Week 1 <i>Mice Squeak, We Speak; Hello Toes! Hello Feet!; If You're Happy and You Know It; and Everything Grows</i>	140	216	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.c. Blend and segment onsets and rimes of single-syllable spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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Theme 2: Week 2 <i>Mice Squeak, We Speak; The Body Book; Loop de Loo; and Fingers and Feet</i>	217	266	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.c. Blend and segment onsets and rimes of single-syllable spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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Theme 2: Week 3 <i>The Body Book;</i> <i>Mother, Mother, I</i> <i>Want Another;</i> <i>Mice Squeak, We</i> <i>Speak; I Am; and</i> <i>Head, Shoulders,</i> <i>Knees, and Toes</i>	267	315	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.c. Blend and segment onsets and rimes of single-syllable spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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Theme 3: Week 1 <i>Peanut Butter and Jelly; The Gingerbread Man; Bunny Cakes; and The Kitchen Sink Song</i>	316	392	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.c. Blend and segment onsets and rimes of single-syllable spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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Theme 3: Week 2 <i>Peanut Butter and Jelly; Hold the Anchovies!;</i> <i>Yellow Butter; and Old Mister Rabbit</i>	393	438	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.c. Blend and segment onsets and rimes of single-syllable spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <p><u>Writing Standards</u></p>

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Theme 3: Week 3 <i>Hold the Anchovies!; Stone Soup; Peanut Butter and Jelly; Sam and Pam; and Dig a Little Hole</i>	439	483	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.c. Blend and segment onsets and rimes of single-syllable spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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<i>Trophies</i> Grade K TE Lessons	From Page	To Page	Standards
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Theme 4: Week 1 <i>Warthogs in the Kitchen; The Crayon Box That Talked; Five Little Monkeys; and Aiken Drum</i>	484	560	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.c. Blend and segment onsets and rimes of single-syllable spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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Theme 4: Week 2 <i>Warthogs in the Kitchen; I Took My Frog to the Library; What Did You Pur in Your Pocket?; and Bingo</i>	561	606	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.c. Blend and segment onsets and rimes of single-syllable spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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Theme 4: Week 3 <i>I Took My Frog to the Library; The Terrible Tragadabas; Warthogs in the Kitchen; Down by the Bay; and Emily's House</i>	607	654	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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Theme 5: Week 1 <i>Off We Go!; A Birthday Basket for Tia; Let's Go Froggy!; and Winter Birds</i>	19	78	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <p><u>Speaking and Listening Standards</u></p>

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Theme 5: Week 2 <i>Off We Go!; Dear Juno; The Three Bears; and The Very Nicest Place</i>	79	124	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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Theme 5: Week 3 <i>Dear Juno;</i> <i>Jamaica's Find;</i> <i>Off We Go!;</i> <i>Grandfather and I;</i> <i>and The Three</i> <i>Little Pigs</i>	125	169	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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Theme 6: Week 1 <i>Does a Kangaroo Have a Mother, Too?; Are You There, Baby Bear?; The Three Billy-Goats Gruff; and Five Speckled Frogs</i>	189	248	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <p><u>Speaking and Listening Standards</u></p>

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			<p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print many upper- and lowercase letters.</p> <p>1.b. Use frequently occurring nouns and verbs.</p> <p>1.f. Produce and expand complete sentences in shared language activities.</p> <p>2.b. Recognize and name end punctuation.</p> <p>2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>

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Theme 6: Week 2 <i>Does a Kangaroo Have a Mother, Too?; A Time for Playing; Chicken Forgets; and Mary Had a Little Lamb</i>	249	294	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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			<p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.a. Print many upper- and lowercase letters. 1.b. Use frequently occurring nouns and verbs. 1.f. Produce and expand complete sentences in shared language activities. 2.b. Recognize and name end punctuation. 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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Theme 6: Week 3 <i>A Time for Playing; The Town Mouse and the Country Mouse; Does a Kangaroo Have a Mother, Too?; The Kitty Ran Up the Tree; and Five Little Pigs</i>	295	339	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding.

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			<p><u>Reading Standards: Foundational Skills</u></p> <p>1.a. Follow words from left to right, top to bottom, and page by page.</p> <p>1.b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>1.c. Understand that words are separated by spaces in print.</p> <p>1.d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>2.a. Recognize and produce rhyming words.</p> <p>2.b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>2.c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><u>Writing Standards</u></p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print many upper- and lowercase letters.</p> <p>1.b. Use frequently occurring nouns and verbs.</p> <p>1.f. Produce and expand complete sentences in shared language activities.</p> <p>2.b. Recognize and name end punctuation.</p> <p>2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>

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Theme 7: Week 1 <i>Look Closer; Butterfly; The Ants and the Grasshopper; and Fuzzy Wuzzy, Creepy Crawly</i>	359	416	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding.

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			<p><u>Reading Standards: Foundational Skills</u></p> <p>1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><u>Writing Standards</u></p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><u>Speaking and Listening Standards</u></p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>

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Theme 7: Week 2 <i>Look Closer; Wonderful Worms; Anansi and the Biggest, Sweetest Melon; and When It Comes to Bugs</i>	417	462	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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Theme 7: Week 3 <i>Wonderful Worms;</i> <i>The Fearsome</i> <i>Beast; Look</i> <i>Closer; Eency</i> <i>Weency Spider;</i> <i>and The Ants</i> <i>Came Marching</i>	463	507	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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Theme 8: Week 1 <i>Walking Through the Jungle; Elmer; The Rooster Who Went to His Uncle's Wedding; and The Bear Went Over the Mountain</i>	527	586	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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			<p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.a. Print many upper- and lowercase letters. 1.b. Use frequently occurring nouns and verbs. 1.f. Produce and expand complete sentences in shared language activities. 2.b. Recognize and name end punctuation. 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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<i>Trophies</i> Grade K TE Lessons	From Page	To Page	Standards
Theme 8: Week 2 <i>Walking Through the Jungle; So Say Little Monkeys; Counting Crocodiles; and The Little Turtle</i>	587	632	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.c. Blend and segment onsets and rimes of single-syllable spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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Theme 8: Week 3 <i>So Say the Little Monkeys; The Strongest One of All; Walking Through the Jungle; Going on a Bear Hunt; and The Hare and the Tortoise</i>	633	675	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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Theme 9: Week 1 <i>The Shape of Things; Benny's Pennies; The Shoemaker and the Elves; and Mr. Backward</i>	19	78	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <p><u>Speaking and Listening Standards</u></p>

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Theme 9: Week 2 <i>The Shape of Things; Good-Bye Hello; My Pet Spider; and Down by the Bay</i>	79	124	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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Theme 9: Week 3 <i>Good-Bye Hello; Caps for Sale; The Shape of Things; Old Mister Rabbit; and Sing a Song of People</i>	125	167	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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Theme 10: Week 1 <i>The Big Yellow Bus; Career Day; Mother, Mother, I Want Another; and The Bus Song</i>	189	248	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.b. Count, pronounce, blend, and segment syllables in spoken words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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Theme 10: Week 2 <i>The Big Yellow Bus; Guess Who?; Franklin in the Dark; and Jamaica's Find</i>	249	294	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <p><u>Writing Standards</u></p>

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			<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><u>Speaking and Listening Standards</u></p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print many upper- and lowercase letters.</p> <p>1.b. Use frequently occurring nouns and verbs.</p> <p>1.f. Produce and expand complete sentences in shared language activities.</p> <p>2.b. Recognize and name end punctuation.</p> <p>2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

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<i>Trophies</i> Grade K TE Lessons	From Page	To Page	Standards
Theme 10: Week 3 <i>Guess Who?; The Town Mouse and the Country Mouse; The Big Yellow Bus; This Is the Way We Go to School; and Stone Soup</i>	295	337	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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<i>Trophies</i> Grade K TE Lessons	From Page	To Page	Standards
			<p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.a. Print many upper- and lowercase letters. 1.b. Use frequently occurring nouns and verbs. 1.f. Produce and expand complete sentences in shared language activities. 2.b. Recognize and name end punctuation. 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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Theme 11: Week 1 <i>Five Little Ducks; Come Along, Daisy!; Bear in There; and The Bear Went Over the Mountain</i>	359	416	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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			<p><u>Speaking and Listening Standards</u></p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print many upper- and lowercase letters.</p> <p>1.b. Use frequently occurring nouns and verbs.</p> <p>1.f. Produce and expand complete sentences in shared language activities.</p> <p>2.b. Recognize and name end punctuation.</p> <p>2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

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Theme 11: Week 2 <i>Five Little Ducks;</i> <i>What's What?;</i> <i>Henny Penny; and</i> <i>The Little Turtle</i>	417	462	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). <p><u>Writing Standards</u></p>

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			<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><u>Speaking and Listening Standards</u></p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print many upper- and lowercase letters.</p> <p>1.b. Use frequently occurring nouns and verbs.</p> <p>1.f. Produce and expand complete sentences in shared language activities.</p> <p>2.b. Recognize and name end punctuation.</p> <p>2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>

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Theme 11: Week 3 <i>What's What?;</i> <i>Chicken Forgets;</i> <i>Five Little Ducks;</i> <i>Kitchen Sink-</i> <i>Song; and Blame</i>	463	505	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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			<p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.a. Print many upper- and lowercase letters. 1.b. Use frequently occurring nouns and verbs. 1.f. Produce and expand complete sentences in shared language activities. 2.b. Recognize and name end punctuation. 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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Theme 12: Week 1 <i>Splash in the Ocean!; Fish Faces; A House by the Sea; and The Little Fishes</i>	527	584	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding.

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<i>Trophies</i> Grade K TE Lessons	From Page	To Page	Standards
			<p><u>Reading Standards: Foundational Skills</u></p> <p>1.a. Follow words from left to right, top to bottom, and page by page.</p> <p>1.b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>1.c. Understand that words are separated by spaces in print.</p> <p>1.d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>2.b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>3.c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p><u>Writing Standards</u></p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print many upper- and lowercase letters.</p> <p>1.b. Use frequently occurring nouns and verbs.</p> <p>1.f. Produce and expand complete sentences in shared language activities.</p> <p>2.b. Recognize and name end punctuation.</p> <p>2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>

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Theme 12: Week 2 <i>Splash in the Ocean!; Swimmy; There's a Hole in the Middle of the Sea; and The Little Fishes</i>	585	630	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.a. Recognize and produce rhyming words. 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <p><u>Speaking and Listening Standards</u></p>

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			<p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><u>Language Standards</u></p> <p>1.a. Print many upper- and lowercase letters.</p> <p>1.b. Use frequently occurring nouns and verbs.</p> <p>1.f. Produce and expand complete sentences in shared language activities.</p> <p>2.b. Recognize and name end punctuation.</p> <p>2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>

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Theme 12: Week 3 <i>Swimmy; The Seachosre Noisy Book; Splash in the Ocean!; and If You Ever</i>	631	673	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 10. Actively engage in group reading activities with purpose and understanding. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 1.a. Follow words from left to right, top to bottom, and page by page. 1.b. Recognize that spoken words are represented in written language by specific sequences of letters. 1.c. Understand that words are separated by spaces in print. 1.d. Recognize and name all upper- and lowercase letters of the alphabet. 2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

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			<p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.

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<i>Trophies</i> Grade K TE Lessons	From Page	To Page	Standards
			<u>Language Standards</u> 1.a. Print many upper- and lowercase letters. 1.b. Use frequently occurring nouns and verbs. 1.f. Produce and expand complete sentences in shared language activities. 2.b. Recognize and name end punctuation. 2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.